
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
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Teacher Induction Report **Friday, June 26, 2009** **(Last Last Approved Friday, June 26, 2009)**

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Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Acconciamesa, Nancy	Lower Merion School District Administration - Supervisor of Mathematics	Administrator	Lorraine DeRosa, Supervisor Mathematics
Barbato, Steven	Lower Merion School District Administration - Director of Curriculum, Instruction and Assessment	Administrator	Christopher McGinley, Superintendent
Brown, Gail	Bala Cynwyd Middle School - Assistant Principal	Administrator	Michael Kelly, Assistant Superintendent
Conrad, Camille	Lower Merion School District Administration - Coordinator of Differentiated Instruction Teacher on Special Assignment	Other	Assistant Superintendent, Michael Kelly
DeRosa, Lorraine	Lower Merion School District Administration - Supervisor of Literacy	Administrator	Steven Barbato, Director of Curriculum, Instruction & Assessments
Dolton, William	Lower Merion School District - Educational Technology Facilitator	Ed Specialist - Instructional Technology	Carol Cafiero, Technology
Doyle, Peggy	Belmont Hills Elementary School teacher and Staff Development Council member	Elementary School Teacher	Members of the LMSD Staff Development Council
Frank, Ellen	Penn Valley Elementary Math Specialist and Staff Development Council member	Elementary School Teacher	Members of the LMSD Staff Development Council
Heffron, Anne	Principal, Merion Elementary School and Staff Development Council member	Administrator	Michael Kelly, Assistant Superintendent
Henry, Jessica	Harriton High School teacher and Staff Development Council member	Secondary School Teacher	Members of LMSD Staff Development Council
Kaczmar, Peter	Lower Merion High School teacher and Instruction & Curriculum Council member	Secondary School Teacher	Members of LMSD Instruction & Curriculum Council
Kelly, Michael	Lower Merion School District Administration - Assistant Superintendent	Administrator	Christopher McGinley, Superintendent
Maguire, Jack	Lower Merion School District Administration - Supervisor of Humanities	Administrator	Lorraine DeRosa, Supervisor of Literacy
Marseille, Wagner	Assistant Principal, Lower Merion High School and Staff Development Council member	Administrator	Sean Hughes, Principal, Lower Merion High School
McGinley, Christopher	Lower Merion School District - Superintendent	Administrator	Lower Merion School District Board of

			Directors
Prescott, Elaine	Penn Valley Elementary School Teacher Cultural Proficiency Leader	Regular Education Teacher	Camille Conrad, Coordinator of Individualized Instruction
Quinlan, Theresa	Lower Merion School District - Coordinator of Health Services	Administrator	Michael Kelly, Assistant Superintendent
Rhodes, Jeff	Harriton High School Special Education Teacher	Secondary School Teacher	Camille Conrad, Coordinator of Individualized Instruction
Wells, Richard	Lower Merion School District - President Education Foundation	Community Representative	Lower Merion School District Board of Directors

Goals and Competencies

District Vision Statement

Students are our reason for being. We create an environment designed to fulfill the individual learning needs and aspirations for each student. LMSD develops active partnership at all levels of our learning community and values the individual contribution of each member. We view learning as a dynamic, innovative collaboration. Individuals learn best when their hearts and minds, and spirits are intimately engaged in the learning process.

Enter to Learn. Go forth to Serve.

According to PDE:

Research shows that support for beginning teachers boosts teacher retention rates and that teachers who participated in intensive induction programs were more likely than other beginning teachers to:

- Use instructional practices that improve student achievement
- Assign challenging work to diverse student populations
- Use new state curriculum frameworks, an
- Accomplish the goals of the curriculum (PDE Induction Plan guidelines, 2002)

In order to accomplish these tasks, PDE outlined specific topics that need to be an inclusive component of an induction program. These topics are outlined below.

- Orientation to the community, district/school policies, procedures and resources, the curriculum and the NTAP program
- Professional responsibilities, including reflection and professional growth
- Teacher/specialist development
- Classroom management
- Effective instructional delivery to meet the needs of gifted, regular and special needs learners
- Student assessment
- Engaging all students in active learning
- Working with students, parents and the community
- Personal skills, such as time management, communication skills and interpersonal skills

(PDE Induction Plan guidelines, 2002)

With the PDE guidelines as basis for the development of the goals and competencies, along with the acknowledgement that the Lower Merion School District hires professionals with a broad range of experiences, and in coordination with the current Strategic Plan established district goals, the Lower Merion School District Induction program, titled: New Teacher Assistance Program (NTAP), is a comprehensive staff development process beginning with a week long program of activities designed to accomplish the following:

Program Goals and Competencies

1. Develop an awareness and understanding of curriculum content, core competencies and assessment designed to promote and demonstrate deep understanding of content
2. Develop an awareness and understanding of classroom management techniques, instructional strategies and effective procedures that promote student engagement and achievement
3. Develop an increased awareness of issues of diversity and culturally proficient instruction to address the achievement gap and meet the needs of all members of the learning community
4. Develop an awareness and understanding of the community that comprises the district and resources for communication and collaboration
5. Develop an awareness and understanding of district structure, organization and policies and procedures, and professional responsibilities
6. Develop a high level of competency beyond proficiency with the use of educational technology for instructional delivery to meet the needs of 21st century learners

Program Guidelines and Framework Components

Curriculum

- Acquire knowledge and skills necessary to implement standards driven curriculum
- Engage in collaborative dialogue and share reflections about teaching and learning
- Develop a knowledge base of effective instructional strategies
- Demonstrate competency and interest in content taught
- Use formative and summative assessment to plan instruction and evaluate student progress towards standards(s)

Student Engagement and Achievement

- Demonstrate and implement a variety of research-based strategies, cooperative learning, project-based learning and differentiating instruction to meet the needs of a diverse student population
- Understand brain research, developmental stages and the impact on learning
- Demonstrate an understanding of learning differences, diversity and multi-cultural needs of students
- Engage in collaborative opportunities that promote student achievement and engagement, and professional reflection
- Provide fair and accurate continuous assessment of performance that values individual achievement and promotes a positive learning environment
- Observe models of teaching and learning, including co-teaching, consultation, and collaboration

Classroom Management

- Demonstrate techniques for creating classroom environment of collaboration, respect, and support
- Develop an awareness of effective classroom management/discipline procedures
- Know district and building-based policies and procedures for discipline
- Know schedules, attendance procedures, familiarity with computer-based programs and maintain records

Community Relations and Communication

- Formulate strategies to promote partnerships with student families
- Maintain and keep records of conferences/contacts/communication between teacher and student's parent/guardian
- Knowledge of district organizational structure, who to go to and what to do in a problem or crisis
- Awareness of services and resources in place to help address needs of all students (i.e., ESL)

Structure and Organization

- Familiar with the buildings, locations and surrounding communities
- Knowledge of professional responsibilities, staff development opportunities and support across the district
- Familiar with community and district history

District Policies and Procedures

- Work cooperatively with the NTAP professional induction team members, mentor and district specialists/coaches
- Complete surveys, evaluations and provide feedback to NTAP induction team
- Understand the student referral process, IEP (Individual Education Plan), GIEP (Gifted Individual Education Plan) components as they relate to classroom instruction and professional responsibility

Educational Technology for the 21st Century

- Use of district technology for communication and operations

- Guide students to the understanding and adherence of guidelines for acceptable use of technology
- Awareness and use of technology resources
- Basic knowledge and use of district network
- Awareness and development of age appropriate technology competencies for students
- Apply technology tools to best practices for teaching and learning

Professionalism

- Become familiar with the Pennsylvania's Code of Professional Practice and Conduct for Educators, and the framework for evaluation
- Demonstrate competency and interest in content taught
- Maintain accurate and timely records
- Engage in professional growth and development
- Awareness of and attend district and building in-service programs
- Develop a network of collegial contact for collaboration
- Knowledge of the collective bargaining agreement, contract, and professional handbook
- Personal skills, such as time management and professional responsibilities
- Flexible grouping for teachers based on experience

Assessment Processes

Needs assessment relative to NTAP are ongoing as part of a comprehensive Induction Plan and are completed by new teachers and experienced teachers alike. Our needs assessments yield both a strength analysis of the LMSD induction program as well as a job or role analysis of the mentor. The goal is to have mentors and mentees, along with administrative support, working together to continually address our primary mission:

To create an environment to fulfill the individual learning needs and aspirations of each student

Newly hired professionals are pre-assessed on their knowledge and understanding of differentiated instructional strategies and their use in the classroom, along with their current levels of technology implementations. Daily program evaluations are completed and data gathered is used to drive changes and additions necessary for future program success or follow-up additional training for participants.

Mentor and mentees are required to complete a series of monthly and bi-monthly assessments to ensure that all aspects necessary for a successful immersion in the LMSD are accounted for. An additional end of the year evaluation form is also completed by both mentors and new staff in order to assess program effectiveness and to assist with future planning. Copies of current evaluation forms used are attached.

The Lower Merion School District has adopted a comprehensive evaluation model based on the work of Charlotte Danielson (2000), *Enhancing Professional Practice: A Framework for Teaching*. This evaluation tool captures the complexities of teaching and learning. Congruent with an expanding knowledge base of teaching and learning, performance standards are used to assess teacher proficiency based on years of experience.

The LMSD's Standards for Teaching Framework includes the Four Critical Domains:

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

These standards also incorporate the National Board for Professional Teaching Standards assessments as a tool for personal reflection and professional growth.

Using these guidelines, evaluation is considered a part of a reflective process in which teaching is studied on a regular basis with colleagues for purposed of continual growth, rather than static formalities determined outside the classroom. These assessments denoted that the accomplished teachers:

- Are committed to students and their learning
- Know the subject they teach and how to teach those subjects to students
- Are responsible for managing and mentoring student learning
- Think systematically about their practice and learn from experience
- Are members of learning communities

Data sources include, but are not limited to classroom observations, teacher surveys, discussion and feedback from curriculum supervisors, department heads, building administrators, and specialists.

The LMSD's evaluation system relies on teachers having increased opportunities for decision making and collaboration with colleagues. Therefore, the process of evaluation is becoming an integral part of the everyday teaching practice.

2009 Program Format

Day 1 - Welcome to Your New Teaching Assignment

- Building Principals meet with new professional staff
- Mentor Training
- Orientation to building assignment, building policies, procedures, opening of school activities and classroom
- Afternoon luncheon with mentors and time in their classrooms

Day 2 - Reaching All Learners

- Curriculum Services Team
- Instructional Technology Use for the 21st Century
- Pupil Services Team

Day 3 - Building a Strong Foundation for Teaching and Learning

- LMSD Standards for Teaching Framework
 - Introduction of Four Critical Domains of Teaching
 - Review of PDE's code of Professional Practice, PDE Evaluation forms and Expectations for Professional Staff
- Differentiated Instruction, Cooperative Learning, and Brain Research
- Culturally Proficient Teaching, Understanding Diversity and engaging all learners
- Understanding the English Language Learners and the ESL process

Day 4 - Working Together for All Students

- Meeting the School Board, and Community Organizations (ISC, CSE, CARE, Lower Merion Foundation)
- Understanding Your Rights/ Mollen and Company and Sexual Harassment in the Workplace/Beacon
- District Tour
- Time in your classrooms

Mentor Selection

Mentor Selection

The Lower Merion School District has established procedures for the selection of mentor teachers to support the induction program. Teachers who volunteer to mentor new professional staff are required to first submit an application to their building principal (see attached).

Volunteer teachers complete an application to be a mentor and submit that information to their building principal for approval. The principal or designees of each school compiles a list of mentor teachers from the applications received, reviews the applications and submits a list of nominees to the Superintendent or his/her designee. The Superintendent or his/her designee, in consultation with the principal or designee, shall select and, as closely as possible, "match" the mentor teacher with the new teacher based upon the background, needs, and teaching assignment of the new teacher. Assignments are made either in the same school or with a professional with the same or similar responsibilities within the district whenever possible.

The mentors are chosen based on the following:

Criteria - Mentor Teacher

- Instructional II certificate or permanent certification with a minimum of three years of experience within the Lower Merion School District
- Received satisfactory evaluation rating over the past two school years
- Currently teaching in the same building as the inductee when at all possible
- Received mentor training focused on the following:
 - Purpose of the induction program and role of a mentor
 - Communication skills
 - Listening skills
 - Coaching and conferencing skills
 - Problem solving
 - Knowledge of adult learning and development
 - Understanding of Danielson's frameworks components

Qualities and Characteristics - Mentor Teacher

- Uses data-driven decision making when planning instruction
- Incorporates formative and summative data (assessments FOR learning/assessments OF learning) to guide instruction, planning, and for evaluating student progress
- Excellent organizational skills
- Exhibits enthusiasm and a positive attitude
- Has a desire and willingness to serve as a mentor teacher

Competencies - Mentor Teacher

- Competence with differentiating instruction to meet the needs of all students
- Understands the purposes and goals of assessment
- Understands the importance and sequence of curriculum
- Knowledge of policies and procedures of the district and school community
- Understands key components of planning, instruction, and classroom management
- Knowledgeable on how to observe, coach, and give constructive feedback to a colleague
- Ability to prioritize information to be communicated and displays good time management skills
- Comfortable working collaboratively and cooperatively with teachers, principals, supervisors, and other members of the school district team
- Knowledge of mentor and mentee professional rights and responsibilities

Responsibilities of Mentor Teacher

- Facilitate a good start to the year
- Meet with inductee regularly
- Model good instructional practices
- Observe the inductee
- Offer suggestions for improvement
- Provide professional and personal support
- Maintain a confidential relationship with the inductee
- Serve as a liaison
- Attend NTAP session(s) designated for mentor/mentee (determined by the district)
- Attend Mentor training

Recommendations

- Establish a District Induction Team to help support goals, competencies and mentor selection and training
- Establish district-wide and building level procedures that are coordinated for dissemination of information, application forms, collect of database of potential candidates information, and develop training opportunities for potential mentors

Activities and Topics

The New Teacher Assistance Program (NTAP) in the Lower Merion School District is comprised of a series of full day trainings to orient the newly hired professional staff on district Mission, Vision and Goals, district policies and procedures, including, but not limited to, the Pennsylvania Code of Professional Practice and Conduct for Educators. Additionally, the program provides professional development training on best-practice instructional strategies, technology integration, diversity awareness, parent communication and community information.

Prior to the start of the professional school year, newly hired professionals participate in four full days of induction activities during their first year as a teacher in the Lower Merion School District. Additional activities occur throughout the school year at both the district and building level.

Each day has a specific goal or themes that coordinates with the program goals and are aligned with the current strategic plan goals identified in this document. The activities include meetings with district and building administration, involvement of the technology and human resources staff, along with Curriculum supervisors and the Pupil Services department representatives. Additional activities involve programs provided by the district on chemicals in the workplace and understanding your rights along with a presentation on sexual harassment in the workplace as required by the state.

Inductees meet at least once per month with their mentors to review a series of monthly/bi-monthly checklists that cover a wide range of topics and discuss assigned readings and school/district procedures. New hires added throughout the year are added to the following year's induction program.

The Lower Merion School District's NTAP program includes a variety of activities and educational topics addressed at both the administration and building levels and ensures that new professional staff begins their tenure on a strong foundation of essential information, direct instruction, collaboration and collegiality. The strategies and activities identified overlap with the current goals, strategies and activities that cross all content areas and are a focus of professional development. The following is a general overview of the activities and topics addressed during the induction portion of the teacher training.

Lower Merion School District - New Teacher Assistance Program (NTAP)			
Activities and Topics			
Induction	District	Building	Mentor
Orientation Day 1	<ul style="list-style-type: none"> -Pre-assessment of new staff: Technology levels of implementation and instructional strategies understanding -Provide mentor training 	<ul style="list-style-type: none"> -Welcome by building principals -Orientation to the building -Overview of building procedures and policies 	<ul style="list-style-type: none"> -Mentor training Luncheon meeting with new staff member -Orientation to new classroom
Orientation Day 2	<ul style="list-style-type: none"> -Curriculum Services team introduction and explanation of roles and responsibilities -Concept mapping and instructional components -Instructional technology for the 21st century learner -Pupil services team introduction and explanations of roles and responsibilities 		
Orientation Day 3	<ul style="list-style-type: none"> -Review LMSD' standards for teaching and learning -Review PDE's Code of Professional Practice -Review Danielson's framework components -Instructional strategy presentations -Understanding diversity and culturally proficient 		

	teaching strategies -Introduction to the ELL learners and the ESL program		
Orientation Day 4	-Introduction to the school board, community organizations and outside agencies	-Building time -Classroom organization -	
School Year	District	Building	Mentors
September	-Classroom management techniques -Student engagement and motivation strategies -District policies and discipline procedures	-Building schedules -Open house -Review of professional evaluation forms	-Review checklists -Review assigned readings and discuss
October	-Understand learning differences, IEP's, 504's and the student review process -Introduction of new staff to district online staff development coursework opportunities	-Preparing for parent conferences	-Review checklists -Review assigned readings and discuss
November & December	-Preparing for parent conferences -Peer collaboration	-Collection of ESY data(special education staff)	-Review checklists -Review assigned readings and discuss
January & February	-Mid-year reflection -Mid-year update on online coursework	-Review of testing schedules	-Review checklists -Review assigned readings and discuss
March & April	-Review of policies and procedures for 2 nd half of the year -Plan professional development goal	-Building-based meeting to assess progress	-Review checklists -Review assigned readings and discuss
May & June	-Review policies and procedures for end of year -Completion of online professional development coursework		-Review checklists -Review assigned readings and discuss
Yearly evaluation forms	-Reflection and evaluation of program -Reflection and evaluation form induction team process	-Complete and share results with Principal -Send to administration	-Complete and share results with principal -Send documentation of participation to administration
June, July & August	-Convene Induction team -Review results of surveys -Review and revise program format and components -Review mentor candidates	-Share information and consult with building principals -Review mentor applications	-Meet with mentors to evaluate program and review and revise as needed

	-Contact assigned mentors -Schedule training	-Assign new mentors	
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Evaluation and Monitoring

The New Teacher Assistance Program (NTAP), in the Lower Merion School District, provides ongoing evaluation of professional participants for the first full year of teaching. Starting with the daily induction evaluations and pre-assessments of competencies, the program contains a checklist of topics for discussion and instruction, to be completed by the new staff member and their mentor.

As additional annual evaluation of the program is also conducted with the results shared by the program coordinator, curriculum supervisors, and administrative team. The results of these evaluations are taken into considerations for program planning for the following school year. It is the goal of the evaluation process to continually assess program components and to ensure that the program continues to meet the high standards set, as well as the needs of the participants from year to year. The NTAP program coordinator also meets regularly with other local school districts induction personnel to share information, current research and best practice strategies and program possibilities in order to create an exemplary program for newly hired professional staff.

Completion of the program is based on a number of factors:

1. Fulfillment of the initial 4 day program participation, pre-assessments and daily evaluations
2. Monthly meetings with mentors to discuss pre-arranged topics
3. Additional after school meetings to cover identified topics by district and building administration
4. Completion of end of the year survey and submittal of all documentation in a timely manner

Records of participation and program completion are kept on file in administration.

Attached are the following:

- Daily evaluations and pre-assessments for the NTAP program
- Monthly and bi-monthly discussion topics and checklists
- List of additional topics for monthly discussions by building
- End of the year evaluation forms for both mentor and mentee

Participation and Completion

The Lower Merion School District's Induction program, NTAP, has established specific criteria to evaluate completion of the program.

Using monthly and bi-monthly checklists developed, mentor and mentees are required to maintain a log and submit completed forms within a specified time period. Checklists from September through December are due the first week in January. Additional checklists, from January through June are due by mid-June in order to evaluate participation and provide compensation as per the current teacher contract.

*attach checklists